

READING Strategy → Click and Clunk

Reading component

Vocabulary

Related Standard(s) of Learning

6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6

Overview of the strategy

The Click and Clunk strategy promotes the self-monitoring that good readers do automatically while reading. When students “click,” they know and understand the words, concepts, and ideas, clicking along smoothly as they read. When students “clunk,” they identify words, concepts, or ideas they don’t understand or about which they need to know more.

Strategy procedure

1. Choose a text on the instructional level of students and that is sure to have a few words or concepts unfamiliar to the students. Do not preteach these words. Distribute the text to students, and read the first portion of it aloud.
2. Stop at the first “clunk,” and model for the students how to record and “declunk” the word. “Clunks” can be recorded on sticky notes or in a reading log. Recording the page and/or paragraph numbers may be helpful.
3. Use a Think-Aloud strategy to demonstrate the process (detailed below) for “declunking” a word or concept.
4. Assign the students to small groups to continue reading, recording, and declunking the words or concepts that are unfamiliar. Display and/or distribute the Declunking Clue Card for students to use during the process.
5. Remind students to use “declunking” strategies whenever they find an unfamiliar word, concept, or idea.

Declunking Clue Card

- Reread the sentence containing the clunk, and look for key ideas to help you understand the unfamiliar word.
- Reread the sentences before and after the one containing the clunk, looking for clues to help you understand the unfamiliar word.
- Look for a prefix or suffix in the word to help you understand the unfamiliar word.
- Break the word apart and look for smaller words to help you understand the unfamiliar word.

Source

- J. K. Klingner and S. Vaughn, “Promoting Reading Comprehension, Content Learning, and English Acquisition through Collaborative Strategic Reading (CSR),” *The Reading Teacher* 52, no. 7 (1999): 738–747.